

MANAGING THE TEACHING COMPETENCE OF PART-TIME INSTRUCTORS AT ILOCOS SUR POLYTECHNIC STATE COLLEGE, PHILIPPINES

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ABSTRACT

There is little investigation on the exposure of non-education part-time instructors to pedagogical experience in higher education and on practical support and opportunities for their professional development. This study examined the non-education part-time instructors' level of competence in teaching tasks through the quantitative approach employing the descriptive-correlative design. The result showed that although there was a high competence in instructional preparation among the non-education part-time instructors, it found that there was moderate competence in constructing learning outcomes and in integrating them with learning activities. Similarly, the respondents also acquired a high level of competence in instructional delivery but showed a lower rating in the appropriate application of teaching methods during instruction. Although a very high competence in psychosocial support was recorded, results showed that their level of competence in assessment and feedback was high. Still, they were found moderately competent in employing various assessment techniques. In correlating these variables with the respondents' profiles, the four areas of teaching tasks were significantly associated with formal training, and educational attainment was significantly correlated to instructional delivery. It concluded that there is a need to provide a support mechanism through the adoption of the expanded program for non-education part-time instructors.

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INTRODUCTION

Education is fundamental in improving and sustaining a better way of living for the people and the communities because it opens a portal of opportunities to succeed and survive. The United Nations¹ set out quality education as one of its 17 sustainable development goals to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Learning must be provided and supported to everyone and should be equally accessible to them to ensure equality toward a more sustainable, progressive, and healthy society.

Higher education institutions (HEIs) hold the most significant commitment to providing holistic learning opportunities, particularly academic learning, to students.² Relatively, quality instruction in higher education, for this matter, should be constant and transparent to satisfy the call for excellence among the students.³ In the broader scope, this covers an array of learning management transactions that are adequately delivered, meet the students’ learning needs, learning styles, interests, and expectations, and are well-aligned with standards.⁴ This means that faculty are required to focus on both teaching and research.⁵

Various initiatives are raised to realize the quality of instruction in higher education under coherent institutional policies and programs. According to Prendergast and Horst⁶, professional development was created to help and support faculty members to conduct and execute high-quality practices in learning delivery. With this, one of the primary commitments of higher education institutions is to provide teaching and learning support to its faculty in improving their pedagogical competence and in strengthening the student support system for learning.

Since higher education is multi-disciplinary, most of the hired faculty are professionals who might have no background in teaching. Because of their

¹ The United Nations. “17 Sustainable Development Goals” (n.d). <https://sdgs.un.org/goals>

² Baum, McPherson, Brighouse, et al. “Improving teaching: Strengthening the college learning experience,” *Journal of the American Academy of Arts & Sciences*, 148, 4 (2019) https://www.amacad.org/sites/default/files/daedalus/downloads/Daedalus_Fa2019_Book.pdf

³ Hiler & Erickson. “Improving college teaching and learning.” (2015) <https://www.thirdway.org/memo/improving-college-teaching-and-learning>

⁴ Sogunro, “Quality instruction as a motivating factor in higher education. *International Journal of Higher Education*,” 6, 4 (2017) 173-184. <https://doi.org/10.5430/ijhe.v6n4p173>

⁵ Omar, “The need for in-service training for teachers and its effectiveness in school,” *International Journal for Innovation Education and Research*, 2, 11 (2017) 1-9. <https://bit.ly/3hUkRUB>

⁶ Prendergast & Horst. “Assessment professional development competencies: Applications of the assessment skills framework” (2021)

expertise, part-time instructors are hired and become a fundamental feature in the realization of the goals of the college.⁷ Specifically, these adjunct faculty or part-time faculty are often engaged in teaching a specific course that other faculty may not have expertise in or highly in-demand courses. Individuals filling these positions may find recurring opportunities to teach these classes.⁸ However, with a few exceptions, most colleges place little value on newly hired teaching skills, teaching methods, and strategies, and provide little support, time, and money for those interested in becoming better teachers.⁹

To keep them abreast with the contextual shifts in education, the non-education part-time instructors should be reinforced with competencies in both pedagogy and technology.¹⁰ One of which is the offering of the current degree programs that qualify only a few graduates to teach highly technical courses. With their limited exposure to the teaching profession, specifically, those who are hired after finishing their undergraduate degree, the transfer, and support to learning can become an immense complication in their pedagogical experience. Given that they possess technical competencies in their respective fields, still there must be an equal effort to be emphasized in successful learning management in higher education. In the study by Bickerstaff and Chavarín¹¹, they found that part-time college instructors perceive complicated circumstances and instruction as one major challenge. Furthermore, they indicated that student engagement and classroom management were the areas of professional development that required much attention to.

Continuous and systematic training of teachers at all levels is paramount. Through this, teachers need to be well-versed in life skills that will inspire them

⁷ Fain, "Low expectations, High stakes," *Inside Higher Ed.* (2014) <https://www.insidehighered.com/news/2014/04/07/part-time-professors-teach-most-community-college-students-report-finds>

⁸ Resilient Educator Editorial Team, "Adjunct Professor: Job Outlook, Education, Salary" (2020). <https://resilienteducator.com/teaching-careers/adjunct-professor/>

⁹ Why college teaching is difficult. *Learner Centered Teaching.* (n.d.) <https://learnercenteredteaching.wordpress.com/articles-and-books/why-college-teaching-is-difficult/>

¹⁰ Toquero. "Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context," *Pedagogical Research*, 5, 4 (2020). <https://doi.org/10.29333/pr/7947>

¹¹ Bickerstaff and Chavarín, "Understanding the Needs of Part-Time Faculty at Six Community Colleges," *Community College Research Center* (2018). <https://ccrc.tc.columbia.edu/publications/understanding-part-time-faculty-community-colleges.html>

to build resilience and provide solutions to the educational needs that arise around them. Thus, teachers' training shall promote a very flexible environment and allow teachers to adapt to the working situation, increase creativity in the teaching and learning process, and acquire new understanding and instructional skills to develop their effectiveness in the classroom.¹² Likewise, the planning of the activities should involve the specification of the priority targets for learning, carefully selecting and cohering to theory-based programming to the specified objectives for implementation, assessing faculty members' knowledge, and using the results as a basis for knowledge enhancement of the future participants.¹³ Teacher competencies should continuously be the subject of research and analysis and should be developed by updating.¹⁴

Considering the challenges in college teaching and the need for teaching training among non-education part-time/contractual instructors, the institution must assess and gain pertinent information on how to develop their teaching competence. Therefore, the higher institution shall provide quality instruction, and consequently produce and attain quality outputs and outcomes.

According to Cross¹⁵, the real intellectual challenge for teachers is to assess the impact of learning on students. However, the teachers confront with doing various tasks such as improving their intellectual capacity, conducting research, and doing ancillary services, among others. Fain¹⁶ reported that part-time faculty encounter challenges in teaching because they frequently interact with colleagues on mentoring. Furthermore, due to their contractual bond with the college, many of them experience only limited, unclear, and inconsistent access to orientation, professional development, administrative and technology support, office space, and accommodations for meeting with students. As a result, the student's learning may be threatened and compromised.

The Ilocos Sur Polytechnic State College has continuously accommodated part-time instructors, who have no background in teaching, to teach highly-specialized subjects. In Santa Maria Campus alone, twenty-five of them is non-

¹² Omar, *The need for in-service training for teachers and its effectiveness in school*. 1-9.

¹³ Prendergast, & Horst, *Assessment professional development competencies: Applications of the assessment skills framework*

¹⁴ Jocelyn & Summanasu, "Teacher competencies of college teachers," *International Journal of Aquatic Science* 12, 2 (2021) 603-609.
www.researchgate.net/publication/353452603_Teacher_Competencies_Of_College_Teachers

¹⁵ Cross, "On College Teaching." *UC Berkeley: Center for Studies in Higher Education*. (2005)
<https://escholarship.org/uc/item/2mg0z2vn>

¹⁶ Fain, *Low expectations, High stakes*

education graduates that need support in terms of professional development, specifically on instruction.

Henceforth, by stringing out their professional needs, this study hopes to contribute to the furtherance of the instructional competence of the non-education part-time faculty at Ilocos Sur Polytechnic State College. Specifically, the result of this study would be beneficial for college administrators as bases for formulating policies and strategizing measures to improve the quality of instruction in higher-level learning.

Specifically, this research attempted to investigate the following:

1. What is the profile of the non-education faculty in ISPSC in terms of age, sex, educational attainment, length of service as a part-time instructor; and formal and informal training activities?
2. What is the competence level on the teaching tasks along Instructional preparations, Instructional delivery, Assessment and feedbacking, and Psychosocial support
3. Is there a significant relationship between the profile and teaching task competence?

Methods

This study used the quantitative approach employing descriptive-correlative design. The descriptive design is an appropriate choice when the research aims to identify characteristics, frequencies, trends, and categories.¹⁷ This method was aligned with the purpose of this study as it tried to examine the demographic profile and the professional development and its teaching application to the current academic status of the respondents. In addition, the study used the correlation method to determine the significant relationship between the profile of the non-education part-time instructors and the competence level of the teaching tasks.

The respondents were the non-education instructors who held a part-time/contractual employment status at the Ilocos Sur Polytechnic State College, Santa Maria Campus for the Second Semester, Academic Year 2021-2022. The purposive sampling technique, employing the total population sampling, was used in determining the respondents of this study.

The researchers used the descriptive survey questionnaire as the primary data gathering tool in this study. Furthermore, the interview guide was also

¹⁷ McCombes, Descriptive research. (2019). www.scribbr.com/methodology/descriptive-research/

prepared to validate the data as a springboard for developing the teaching enhancement program. To ascertain if the items represented appropriately, comprehensively, and adequately the content in determining the teaching tasks competence of the non-education part-time instructors of ISPSC, a panel of five education experts was invited to appraise the instrument before its use. Their suggestions and recommendations were considered and incorporated for the clarity of the instrument.

The data gathered were arranged and collated according to the objectives of the study. Frequency count and percentage, Weighted mean, and Pearson r correlation were utilized in the statistical computation of the data.

RESULT AND DISCUSSION

The subsequent discussions include the presentation, interpretation, and analysis of significant findings of the study.

Profile of the Non-Education Part-time Instructors

Table 1.1 shows the profile of the part-time instructors at the Ilocos Sur Polytechnic State College, Sta. Maria Campus according to age, sex, highest educational attainment, and the number of years as part-time instructors.

Table 1.1 Profile of the Non-Education Part-time Instructors

Age	f	%
21-25	8	32
26-30	10	40
31-35	4	16
36-40	2	8
41-45	0	0
46-50	1	4
Sex	f	%
Male	16	64
Female	9	36
Highest Educational Attainment	f	%
Doctorate Degree	0	0
Master's Degree with Doctorate Units	0	0
Master's Degree	4	16
BS Degree with Master's Units	13	52
BS Degree	8	32
Number of Years as Part-time Instructors	f	%
Less than a year	5	20
1 year	8	32
2 years	5	20

3 years	3	12
4 years	1	4
5 years	1	4
6 years	1	4
7 years	1	4

On Age. Most of the part-time instructors (10 or 40%) were in their late twenties between the age of 26 to 30. Considering this age range, it seems that non-education part-time instructors prefer to have professional advancement and experiences involving teaching in the academe. Despite its low pay, inadequate working conditions, and little or no opportunity for career advancement, they have considered working on a different career path. Typically, individuals belonging to this age brackets have immense dynamism and enthusiasm to explore and acquire experiences for better professional growth on any track basis. Such choice usually is apparent for early adults to try other options and fluctuate to another before eventually switching permanently to one professional career.¹⁸ Furthermore, this negates the report that part-time faculty were retired from successful careers in other positions with an average age of fifty-six years old.¹⁹

On Sex. Most non-education part-time instructors were males (16 or 64%), while the remaining 36 percent were females. The result shows that there is a more significant number of men engaged in part-time instruction considering that they are non-education graduates and more inclined to highly-technical skills such as in agriculture and information technology. This finding negates the study of Kelly²⁰, which showed that there was an increasing number of women hired in the roles of instructors, lecturers, and assistant professors with untenured ranks. Furthermore, De Angelis & Gruning²¹ also found that women have a higher average number of academic contracts than men as adjunct faculty.

On Educational Attainment. The part-time instructors were at least holders of a baccalaureate degree with master's units (52%), while some (16%) had already earned their master's degree. The result implies that they were preparing themselves for higher development in their teaching career in the academe and enhancing their technical skills further. Furthermore, earning a master's degree enable them to hold a permanent position in the college as it is

¹⁸ Amreen, "Emerging Adult Career Pathways: Understanding Aspirations and Switching." (2019). Graduate Theses and Dissertations. <https://scholarworks.uark.edu/etd/3313>

¹⁹ Monks, "Who Are the Part-Time Faculty?" *American Association of University Professors*. (2009). <https://www.aaup.org/article/who-are-part-time-faculty#.Yo18tqhBzIU>

²⁰ Kelly, "Though more women are on college campuses, climbing the professor ladder remains a challenge." (2019). <https://www.brookings.edu/blog/brown-center-chalkboard/2019/03/29/though-more-women-are-on-college-campuses-climbing-the-professor-ladder-remains-a-challenge/>

²¹ De Angelis & Gruning, "Gender Inequality in Precarious Academic Work: Female Adjunct Professors in Italy," *Front. Sociol.* 4, 87 (2020) doi: 10.3389/fsoc.2019.00087

the minimum qualification to acquire the regular item. Meanwhile, some (32%) had not decided yet to pursue their post-graduate studies, and none of them had earned a master's degree and, or doctorate. This finding aligns with the finding of Fain²² that part-time instructors at community colleges are more likely to have a bachelor's degree as their highest degree earned and less likely to hold a doctoral degree. Cawley²³ reported that the lack of resources and adequate pay hindered the adjunct faculty from developing their course at a higher level. As a result, their lack of a terminal degree could be a limiting factor to performing efficiently in academic tasks considering their temporary working residency in the college.

On Length of Service as Part-time Instructor. Regarding the number of years as part-time instructors, some of them (32%) have rendered at least one year in the basic teaching service. The result critically shows that though the part-time instructors are experts in a particular discipline, they may not have much teaching experience and faculty development opportunities. Consequently, they face difficulty in performing their tasks in rendering effective instruction to the students, and most likely quit teaching in the academe to find better opportunities in other agencies aligned with their respective areas of expertise.

Table 1.2 shows the profile of the part-time instructors at the Ilocos Sur Polytechnic State College, Sta. Maria Campus in terms of formal and informal activities that they participated in.

Table 1.2 Profile of the Non-Education Part-time Instructors

Formal Training Activities	f	Percentage
1. Attend virtual or face-to-face seminars/training/workshops	23	92%
2. Participate in research conferences	8	32%
3. Attend online certification programs and courses	8	3%
4. Share professional knowledge as a speaker/trainer	10	40%
5. Present webinars at virtual conferences	8	32%
6. conduct individual or collaborative research	7	28%
7. Propose developmental plans for innovation in education	6	24%
8. Obtain certifications for educational technology	10	40%
9. Engage in a continuing education program (post-graduate studies)	9	36%
10. Keep up with information and communication technology systems, processes	9	36%
11. Write relevant books, articles, and papers	4	16%
12. Submit a written piece of publication about expertise	5	20%
13. Engage in mentoring and/or peer observation and coaching	8	32%
14. Initiate project-based activities	9	36%
15. Participate in community-based projects	6	24%
Informal Training Activities		

²² Fain, *Low expectations, High stakes*

²³ Cawley, "I Don't Really Work Here: Part-Time Faculty and the Adjunctification of Higher Ed." West Chester University Master's Theses. (2020). 103. https://digitalcommons.wcupa.edu/all_theses/103

1. Share knowledge and information at meetings	13	52%
2. Discuss professional topics with colleagues	15	60%
3. Have an observation visit to other classes	8	32%
4. Engage in professional talks in online chats	9	36%
5. Participate in work-related committees/ task force	13	52%
6. Listen to video lectures on teaching	22	88%
7. Read professional articles online	20	80%

It is revealed in the table that the part-time instructors take the initiatives to deliberately advance through the different professional development activities focusing on improving their teaching competence. Majority of the part-time instructors attend the virtual or face-to-face seminars/training/workshops (92%) because these were often available with free of cost. However, the low percentages in most formal and informal training activities implicate the need to provide more comprehensive and systematic development training activities for the non-education part-time instructors to guide and equip them with the appropriate measures and standards in attaining quality and excellent instruction. Bates²⁴ recommended that adequate support and opportunities for contract or sessional instructors with mid-level academic qualifications and little or no training in teaching should be provided to maximize their productivity.

When asked about the issues that prevented them from engaging in the various teaching training endeavors, it revealed that they have limited access to these professional development activities, unfavorable working conditions, delayed salaries, and inadequate incentives. Alshehri²⁵ pointed out that many adjunct faculty members lack the basic technical, professional, social, and financial supports that were essential to conduct their tasks effectively and efficiently. PII 1 stated when asked to validate the result:

“There is this feeling of alienation when there are [professional] activities to be undertaken. I can feel the pressure because I have no experience in teaching and yet I was not given the chance to get involved in this training. I also have concerns with the time because the policy states that only the actual teaching hours completed are to be paid which makes me idle to go on with other academically concerned matters apart from teaching.”

The result shows that the part-time instructors have been facing serious issues that prevented them from attending these formal and informal in-service training activities. Cawley²⁶ revealed that adjunct instructors were rarely included

²⁴ Bates, “Teaching in a Digital Age” Second Edition. Vancouver, B.C.: Tony Bates Associates Ltd. (2019). <https://pressbooks.bccampus.ca/teachinginadigitalagev2>

²⁵ Alshehri, “Instructional Practices of Part-Time Faculty at Two-Year Institutions: Observations and Implications,” *International Journal of Higher Education*, 9, 2 (2020) 156-166. <https://doi.org/10.5430/ijhe.v9n2p156>

²⁶ Cawley, *I Don't Really Work Here: Part-Time Faculty and the Adjunctification of Higher Ed.*

in unions or invited to participate in campus governance, and they typically were not offered the kinds of professional development opportunities provided to tenured and tenure-track faculty. When asked to identify the learning activity they would like to have to enhance teaching, they collectively agreed that extensive mentoring and coaching from experts in the academe would be a great help for them. PTI 4 stated,

“Actually, nabihya ako na magtanong sa mga ibang faculty. I suggest that there must be mentoring from our colleagues who are [widely] knowledgeable in teaching so we can also learn from them. Maybe, some conversations during our [vacant] time.” (Actually, I feel ashamed to ask other faculty...)

The emergency shift to online teaching made it clear that non-tenure-track faculty have to be included in instructional development efforts. Many campuses rethought policies and practices that limited access and resources to professional development opportunities for tenure-track faculty.²⁷ Thus, professional activities are also paramount to creating pathways for teaching advancement with the non-education part-time faculty to yield better performance from them.

Level of Competence in Teaching Tasks

The succeeding tables below present the results of the survey conducted to look into the level of competence of the part-time instructors in ISPSC, Santa Maria Campus, in the teaching tasks along with instructional preparations, instructional delivery, assessment and feedbacking, and psychosocial support.

Table 2.1. Instructional Preparations

Indicators	Mean	DR
1. Participate in and contribute to curriculum development by planning, developing, and evaluating new and existing courses and curricula.	3.76	H
2. Design and update my syllabus or course outline by selecting the appropriate learning area to be taught.	3.92	H
3. Set standard criteria for the success of the teaching-learning process.	3.84	H
4. Construct measurable learning outcomes.	3.38	M
5. Often prepare instructional materials.	3.96	H
6. Review lectures and explore related facts of the lessons before teaching.	4.16	H
7. Look at the classroom's physical environment for the convenient transfer of learning.	3.96	H
8. Align the learning activities to the learning outcomes.	3.38	M
Overall Mean	3.80	H

²⁷ Culver, K. C., and Kezar, A. (2021). *The Impacts of 2020 on Advancement of Non-TenureTrack and Adjunct Faculty*. Los Angeles: Pullias Center for Higher Education, University of Southern California

Table 2.1 revealed that the non-education part-time faculty have a high competence level in instructional preparations ($\bar{x}=3.92$). This finding shows that they have demonstrated substantial efficiency in terms of instructional preparations. Considering their individual task, the result indicates that the part-time instructors usually “review lectures and explore related facts of the lessons before teaching” ($\bar{x}=4.16$), which demonstrates their ability to efficiently organize their thoughts through their initiatives to update their content knowledge. Furthermore, the items “often prepare the instructional materials” ($\bar{x}=3.96$) and “look at the physical environment of the classroom for the convenient transfer of learning” ($\bar{x}=3.96$) manifest a high competence in designing the materials employed to maximize students’ engagement and in organizing the classroom setting before its use. Considering the minimum faculty loads given to the part-time instructors and more free time during the day, they may have sufficient time to prepare for their lessons. Corroborating the result, Glavačević²⁸ highlighted that there was no zero preparation in teaching; on the contrary, teachers resort to improvised activities or carry out backup activities if needed.

However, it can be noticed that the items “developing of measurable learning outcomes” ($\bar{x}=3.38$) and “aligning the learning activities to the learning outcomes” ($\bar{x}=3.38$) both got the lowest mean scores described as Moderate. This finding means that the non-education part-time instructors encountered challenges in determining and defining clear learning outcomes from the program outcomes suited to the content, context, instructional strategies, learning activities, and assessment to support the student’s success. PTI 3 supported the result as to wit:

“Awan met gamin background ko ti panagaramid ti syllabus ken instructional plans. Isu namayat kuma nu adda ti activities nga mangisuro kanyak. (I do not have any background in syllabus and learning plan preparation. It would be better if there are actual activities to teach me how to do it.”

As part of their academic tasks, they should know about the criteria for evaluating and selecting learning activities in light of their instructional plans. Reiterating this concern, Friedlander and Serban²⁹ highlighted that few teachers had difficulty developing measurable and valid learning objectives, matching the curriculum to those outcomes, and generating assessment procedures and strategies for testing those outcomes. Non-tenured-track faculty may have a

²⁸ Glavačević, “Novice Teachers’ Strategies in Overcoming Classroom Management Anxiety,” Graduation Thesis, University of Zagreb, Zagreb, Croatia. (2018). <http://darhiv.ffzg.unizg.hr/id/eprint/10458>

²⁹ Friedlander & Serban, “Meeting the Challenges of Assessing Student Learning Outcomes,” *Wiley Online Library*. (2004) <https://doi.org/10.1002/cc.158>

minimal understanding of course goals and objectives, broader learning outcomes for programs and departments, institutional student learning outcomes goals, and implementing the plans to improve student learning.³⁰ The lack of opportunities to directly engage in various institutional academic efforts and planning may result in a myriad of serious academic problems and negative results in promoting student success. Thus, there is a need for substantial refinement in their knowledge of outcomes-based instruction and the different learning strategies to be integrated with the learning process.

Table 2.2. Instructional Delivery

Indicators	Mean	DR
1. Inform students of the learning outcomes ahead of the lesson.	4.32	VH
2. Apply the most appropriate teaching methods during instruction.	3.48	H
3. Integrate technology resources to support and differentiate instruction.	4.00	H
4. Instruct using relevant learning materials and equipment as needed in the course topic.	4.12	H
5. Use instructional notes during discussions.	4.24	VH
6. Demonstrate the students' successful use of the knowledge/skills through modeling.	4.20	H
7. Openly encourage students to ask questions during the discussion.	4.52	VH
8. Provide closure at the end of the lesson.	4.24	VH
Overall Mean	4.14	H

The table shows that the study recorded a high competence level among the part-time instructors in carrying out the standard instructional delivery ($\bar{x}=4.14$). This finding means they possess the knowledge and skills necessary to provide effective transfer of learning to the students for a substantial mastery of the content knowledge. The result further proves that the part-time instructors employed questioning techniques to promote interactive class discussions, as reflected in item no. 7 gaining the highest mean score of 4.52. In addition, it is also evident that they “use instructional notes during the class discussions” ($\bar{x}=4.24$), which means that they carefully organize the contents of their lessons and be accountable for the facts relayed to their students for constant learning. Since the part-time instructors were well-knowledgeable in their specific discipline, specifically the technical areas, this implied that they could also possibly outline a more structured and comprehensive discussion of their lessons.

³⁰ Kezar & Maxey, “Student Outcomes Assessment Among the New Non-Tenure-Track Faculty Majority,” *National Institution on Learning Outcomes Assessment (NILOA)*. (2014). Occasional Paper, No. 21. <http://www.learningoutcomeassessment.org/documents/OP218-29-14.pdf>

However, the study reported that though it is described as high, the item “apply the most appropriate teaching methods during instruction” ($\bar{x}=3.48$) received the lowest mean score among the indicators on instructional delivery. This finding indicates that the part-time teachers would still have inadequate pedagogical understanding, which is understandable considering that they are not education graduates. Echoing this concern, Alshehri³¹ reported that part-time faculty members display, to a varying degree, poor instructional practices that employ traditional teaching styles that might not effectively foster student learning and development. The adjunct faculty receive less exposure to teachers’ training which leads them to inadequate knowledge of teaching styles.³² Therefore, it needs to acknowledge the needs of the non-education part-time instructors and create spontaneous opportunities to develop and implement diverse teaching and learning strategies that accommodate the learning styles of students and promote both the acquisition and application of knowledge and understanding.

Table 2.3. Assessment and Feedbacking

Indicators	Mean	DR
1. I appropriately construct tests and exams based on standards.	4.22	H
2. I employ a variety of assessment techniques in my classes.	3.38	M
3. I prepare and conduct term examinations and performance tasks based on standards.	4.24	VH
4. I prepare and use standard scoring rubrics in assessing students’ performance.	4.08	H
5. I develop and administer pre- and post-tests for each class taught.	4.16	H
6. I give timely and appropriate feedback on class activities, exams, and papers	4.20	H
7. I analyze and interpret the assessment result of the students.	4.16	H
8. I prepare and submit required reports on students’ progress on time.	4.28	VH
9. I impose fair and transparent grading practices	4.36	VH
Overall Mean	4.12	H

Results show that the level of competence in assessment and feedbacking is High ($\bar{x}=4.12$), which means that the non-education part-time instructors provide learning activities for students to track the students’ progress and adjust instruction accordingly and immediately. This finding implies that part-time instructors have extensively practiced the tasks in assessing the students and significantly integrated them as part of their teaching tasks.

In addition, it can be deduced that the high perceptions of competence in assessment and feedback in the current study are attributed to the imposing of fair and transparent grading practices ($\bar{x}=4.36$); and the timely preparation and submission of the required reports on students’ progress ($\bar{x}=4.28$). It could be

³¹ Alshehri, *Instructional Practices of Part-Time Faculty at Two-Year Institutions: Observations and Implications*, 156-166

³² Harris, “Focusing on Adjuncts: Enhancing Teacher Effectiveness and Academic Quality through Institutional Support” (2017). <https://sophia.stkate.edu/dsw/8>

observed from the data that the part-time instructors rated these items as the highest. This finding is perhaps due to the directive in their contract to submit all the needed documents before receiving their salary. In addition, providing accurate grades based on the general guidelines is highly evident in their teaching tasks because they unanimously consider it as proof of their continuous effort to determine the students' development under their instruction.

However, the number showed a quite alarming rate on the lack of dynamism of the non-education part-time instructors in terms of "employing a variety of assessment techniques in their classes" ($\bar{x}=3.38$). This further implies that the non-education part-time instructors expect more exposure to learn the different assessment techniques to be employed in their classes. More so, they may also want more time allotted for conceptualizing and developing these assessment techniques to validate students' learning. PTI 6 respondents can support this:

"When assessing the students, I usually used paper and pencil because that is the most convenient tool to use. I have limited knowledge of how to integrate assessment activities into my lessons. So, I resort to the easiest way to do it."

Some non-education part-time instructors chose to utilize paper tests, particularly true or false tests, since they are simple to administer and facilitate. Congruent to the study by Alshehri³³, he indicated that part-timers cannot register and assess the entry-level of their students, establish criteria, and write reliable and standardized quizzes and tests. However, adjunct faculty lacked exposure to the implementation of various techniques to assess student learning and development.³⁴ Considering this, part-time instructors should increase efforts in providing various authentic activities and assessments to sustain students' learning and their interests in education.

Table 2.4. Psychosocial Support

Indicators	Mean	DR
1. I consider students who submit their works late.	4.16	H
2. I provide educational and social guidance to students	4.40	VH
3. I provide an individual tutorial or remedial instruction to students who require it.	3.96	H
4. I remind students to do their unfinished activities/performance tasks/outputs.	4.48	VH
5. I attend to students' queries concerning their lessons.	4.40	VH
6. I immediately consult with students to correct problems and keep them on task.	4.36	VH
7. I prepare and update an anecdotal record of my students.	4.20	VH

³³ Alshehri, *Instructional Practices of Part-Time Faculty at Two-Year Institutions: Observations and Implications*, 156-166

³⁴ Harris, *Focusing on Adjuncts: Enhancing Teacher Effectiveness and Academic Quality through Institutional Support*

8. I accept free consultation services for students during my vacant time.	4.32	
9. I listen to the students' personal problems.	4.84	VH
Overall Mean	4.35	VH

Based on the obtained data, the level of competence in psychosocial support is Very High ($\bar{x}=4.35$), which means that the part-time instructors can provide a strong, practical, and consistent support system to their students. This finding suggests that part-time instructors should continually use this to their advantage to encourage more students to do better academically and to help them grow as a person.

It can be inferred that the very high competence of the part-time instructors in providing psychosocial support to the students is extremely attributed to their ability to listen intently to the students' personal problems ($\bar{x}=4.84$) and to remind students to do their unfinished activities/performance tasks/outputs ($\bar{x}=4.48$). PTI 4 shared when asked to validate the result:

"I believe I have the connections with my students because I was once like them. Naiintidihan ko sila at kung ano 'yung mga kailangan nila sa klase man o sa personal na buhay. Siguro dahil parang magkaka-age lang kami kaya madali akong makihalubilo sa kanila. (I understand them and what they need in our class or in personal life. Maybe, it's because we seem to be at the same age so I can easily get along with them.)"

Notably, the study shows that part-time instructors possess positive regard for students' welfare. However, the problem is that their effort does not transform into any credit or incentives from the college. When interviewed to explain the result, they collectively shared that they were happy to contribute something for the benefit of the students even though it is beyond their work as part-time instructors. This finding negates the point of Baldwin³⁵ that due to the limited nature of their appointments, many are not available to assist students outside of class or provide long-term career guidance. In addition, the survey conducted by Ran and Sanders³⁶ suggests that part-time faculty are at a disadvantage when it comes to accessing information on students' performance, advising students, and helping students engage with college life.

³⁵ Baldwin, "Part Time Faculty Members - Reasons for the Growth of Part-Time Faculty, Who Are the Part-Time Faculty?" (n.d.) <https://education.stateuniversity.com/pages/1969/Faculty-Members-Part-Time.html#ixzz7UaEGEsS2>

³⁶ Ran & Sanders (2020). *Instruction Quality or Working Condition? The Effects of Part-Time Faculty on Student Academic Outcomes in Community College Introductory Courses*, American Education Research Association-Open, 6,1 (2020), 1-18. DOI: <https://doi.org/10.1177/2332858420901495>

Relationship between Profile of the Respondents and Teaching Tasks Competence

Table 3 exhibits the correlation between the profile of the respondents and the teaching task competence.

Table 3 Correlation between Profile and Teaching Tasks Competence

Profile	Teaching Task Competence			
	Instructional Preparation	Instructional Delivery	Assessment and Feedbacking	Psychosocial Support
Age	0.130	-0.087	-0.009	0.119
Sex	-0.211	-0.074	-0.022	0.023
Educational Attainment Years as Parttime Instructor	0.135	0.441*	0.189	0.281
Formal Trainings	0.169	0.172	-0.049	-0.105
Informal Trainings	0.429*	0.551*	0.498*	0.530*
	0.345	0.202	0.320	0.345

It is reflected in table 3 that instructional preparation ($r=0.429$), instructional delivery ($r=0.551$), assessment and feedbacking ($r=0.498$), and psychosocial support ($r=0.530$) are significantly correlated to formal training. This finding implies the need for non-education part-time instructors to pursue professional learning opportunities for a higher extent of skills and competence development in the areas of teaching. This finding indicates further that if the part-time instructors are more geared toward teaching competence from the various training attended, they most likely perform better in providing quality academic services to their students. On the other hand, the result shows that educational attainment is significantly correlated to instructional delivery ($r=0.441$), which indicates that part-time instructors should engage in a higher level of professional growth to exhibit more competence in teaching. This finding further suggests that the college must encourage part-time instructors to expand their pedagogical knowledge and substantially support their efforts in instructional learning to increase their performance in teaching.

CONCLUSION

As a part of the education system, professional support and development for non-education part-time instructors should be evident to provide quality service instruction to the students. This study confirms that the non-education part-time instructors have limited exposure to professional development in teaching. This has significantly challenged them in designing instructional plans, using appropriate instructional strategies, and assessing students' performance. The occurrences of these challenges create an effect on the competence of the non-education part-time instructors in the attainment of the targets along with students' learning outcomes. This research helps elucidate a program of

professional development for non-education part-time instructors in the college, as well as providing them the support needed so that they may be maximally effective in teaching the students.

In light of the study's conclusion, it is strongly recommended that professional development opportunities should be offered to non-education part-time instructors to increase their competence for the attainment of quality learning experiences for the students. Therefore, the designed teaching enhancement program of this study should be implemented in the college to help the beneficiaries cope with the challenges that they encounter in teaching

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